



**THE READING COMPREHENSION OF NARRATIVE TEXT
OF THE EIGHTH GRADE STUDENTS OF SMPN 2 MARGOREJO
PATI IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING
WHOLE BRAIN TEACHING TECHNIQUE**

**By
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

By:

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UNIVERSITY OF MURIA KUDUS
2014**

MOTTO AND DEDICATION

MOTTO:

- ∞ Allah is my place for begging everything. (QS. Al-Ikhlâs : 2)
- ∞ La tahzan innallâha ma'anna.
- ∞ Man Jadda Wa Jadda, Man Shabara Zhafira.
- ∞ The happiest people don't have the best of everything, they just make the best of everything.

DEDICATION

This final project is dedicated to:

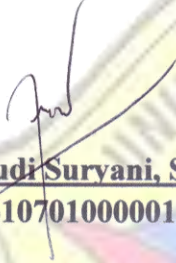
1. Her beloved parents (Mr. Junoto and Mrs. Mardiana).
2. Her dearest sister and brothers (Ulfiah Pradani, Try Wahyu Irianto, and Lutfianto Ramadhan).
3. Her “inspiring” boyfriend (Akhsan Sobirin)
4. Her beloved friends that she can't mention one by one.
5. For all my lecturers on Muria Kudus University.
6. All of my friends in UMK in academic year 2010.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Danty Dwi Amalia (201032059) has been approved by the *skripsi* advisors for further approval by the Examining committee.


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Acknowledged by
The Faculty of Teacher Training and Education
Dean,



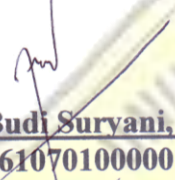
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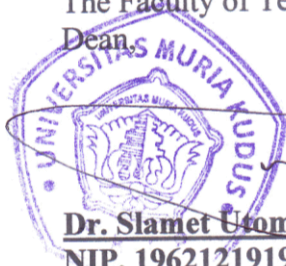

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ACKNOWLEDGEMENT

In this occasion, the writer would like to say thanks to Allah SWT for all of mercy and blessing to the writer with health, power and motivation to finish her skripsi entitled “The Reading Comprehension of Narrative Text of The Eighth Grade Students of SMPN 2 Margorejo Pati in Academic Year 2013/2014 Taught by Using Whole Brain Teaching Technique.”

Furthermore, the writer would like to express the sincerity gratitude and appreciation for the available assistance given by many people in finishing this research. They are:

1. Dr. Drs. Slamet Utomo, M.Pd the Dean of Teacher Training and Education Faculty University of Muria Kudus.
2. Diah Kurniati, S.Pd., M.Pd. as the Head of English Education Department of Teacher Training and Education of Muria Kudus University.
3. Fitri Budi Suryani, S.S., M.Pd. as the first advisor. Thanks for all your best suggestions, guidance, advice, and motivation to the writer in finishing this final project.
4. Nuraeningsih, S.Pd., M.Pd. as the second advisor. Thanks for all your valuable help, advice, guidance, and motivation to the writer in finishing this final project.
5. Haryanto Edi S, S.Pd., M.M as the Headmaster of SMPN 2 Margorejo Pati who has given the writer a permission to do the research and support the writer in writing this skripsi.

6. The English teacher of SMPN 2 Margorejo Pati, Setyaningsih, S.Pd for help, and all of the students of eighth grade students of SMPN 2 Margorejo Pati in academic year 2013/2014.
7. Her beloved parents who always give prayer, support, motivation and moral encouragement to finish her skripsi.
8. Her beloved sister and brother, who always give support and affection.
9. Her beloved boyfriend for prayer, help and support.
10. All of her friends in UMK.

Those cannot be mentioned one by one for the support. The writer expects that everything has been writing in this research will be useful for all the readers and the writer herself.

Kudus, July 2014

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ABSTRACT

Amalia, Danty Dwi. 2014. *The Reading Comprehension of Narrative Text of The Eighth Grade Students of SMPN 2 Margorejo Pati in Academic Year 2013/2014 taught by Using Whole Brain Teaching Technique*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Fitri Budi Suryani, S.S., M.Pd. (ii) Nuraeningsih, S.Pd., M.Pd.

Key words: *Reading Comprehension, Narrative Text, Whole Brain Teaching Technique.*

Reading comprehension is more complex than commonly assumed. Reading is always purposeful not only in sense that readers read in different ways based on differing reading purpose. However, many students have difficulties in reading especially in comprehending a text or stories like narrative text. Narrative text is a text that tells a story. The students felt bored to analyze a text when they got the long or complex stories in the learning process. In additional, the teacher just teaches students conventionally. So, that's why they had less in reading English text. Therefore, the teacher should have alternative technique of teaching that can develop the reading comprehension of the students. *Whole Brain Teaching technique* is a set of strategies that combines the best attributes of Direct Instruction and Cooperative Learning to create an engaging classroom environment for students and enjoyable workday for teachers.

The objective of the research is to find out whether there is a significant difference between the reading comprehension of narrative text of the eighth grade students of SMPN 2 Margorejo Pati in academic year 2013/2014 before and after being taught by using *Whole Brain Teaching technique*.

The population of this research was eighth grade students of SMPN 2 Margorejo Pati in academic year 2013/2014. The writer uses cluster random sampling technique in taking the sample of the research. The writer gets VIII D as the sample of the research. There are 36 students. The design of this research is quasi experimental research.

The result of the experiment can be seen that the calculation of t-test, with the level of significance 0.05, the Degree of freedom (Df) is 35, and t-table (t_t) 2.04, the t-observation (t_o) obtained is 5.80. In the other words, t-obtained is higher than t-table ($t_o > t_t$). In detail, the reading comprehension of narrative text of the eighth grade students of SMPN 2 Margorejo Pati in academic year 2013/2014 after being taught by using *Whole Brain Teaching Technique* categorized is "good". It is showed by the mean of the test is 78.30 and standard deviation is 8.43. It is higher than the mean of the reading comprehension of narrative text of the eighth grade students of SMPN 2 Margorejo Pati in academic year 2013/2014 before being taught by using *Whole Brain Teaching Technique* is 69.05 and standard deviation is 9.94. It is categorized as "sufficient".

Based on the research result above, the writer concludes that *Whole Brain Teaching technique* is appropriate to teach reading comprehension of narrative text of the eighth grade students of SMPN 2 Margorejo Pati in academic year 2013/2014. For the teacher and other researcher, *Whole Brain Teaching technique* can be applied as a way in teaching learning process step by step.



ABSTRAK

Amalia, Danty Dwi. 2014. *Pemahaman Membaca Teks Narrative Siswa Kelas Delapan SMPN 2 Margorejo Pati Tahun Ajaran 2013/2014 Diajar dengan Menggunakan Whole Brain Teaching Tehnik*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Fitri Budi Suryani, S.S., M.Pd. (ii) Nuraeningsih, S.Pd., M.Pd.

Kata Kunci: *Pemahaman Membaca, Teks Narrative, Whole Brain Teaching Tehnik.*

Pemahaman membaca lebih rumit dibandingkan dengan perkiraan pada umumnya. Membaca selalu mempunyai maksud tertentu tidak hanya dalam perasaan pembaca yang membaca dengan berbagai cara yang berdasarkan pada perbedaan tujuan pembaca tersebut. Bagaimanapun juga, banyak siswa yang mempunyai kesulitan dalam membaca khususnya dalam memahami suatu teks atau cerita seperti teks narrative. Teks narrative adalah sebuah teks yang menceritakan sebuah kisah. Siswa merasa bosan untuk menganalisis sebuah teks ketika mereka mendapatkan cerita yang rumit dan panjang didalam teks bahasa Inggris. Ditambah, guru hanya mengajar siswa secara konvensional. Jadi, dengan begitu siswa merasa kurang dalam hal membaca teks bahasa Inggris. Oleh karena itu, guru seharusnya mempunyai cara pengajaran lain yang dapat mengembangkan pemahaman membaca siswa. Whole Brain teaching tehnik adalah seperangkat strategi yang menggabungkan kumpulan terbaik dari Instruksi Langsung dan Kerjasama Pembelajaran untuk menciptakan sebuah lingkungan kelas yang menarik untuk siswa dan hari kerja yang menyenangkan untuk guru.

Tujuan dari penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan antara pemahaman membaca siswa kelas delapan SMPN 2 Margorejo Pati tahun ajaran 2013/2014 sebelum dan sesudah dengan menggunakan Whole Brain Teaching tehnik.

Populasi dari penelitian ini adalah siswa kelas delapan SMPN 2 Margorejo Pati tahun ajaran 2013/2014. Penulis menggunakan tehnik pengambilan sampel secara acak didalam pengambilan sampel penelitian. Penulis mendapatkan kelas VIIID sebagai sampel penelitian. Terdapat 36 siswa dalam kelas tersebut. Model penelitian ini adalah penelitian quasi eksperimen.

Hasil dari penelitian eksperimen tersebut menunjukkan bahwa perhitungan t-test pada tingkat signifikan 0.05, *Degree of Freedom* (Df) adalah 35, dan t-table (t_t) 2.04, t-obtained (t_o) 5.80. Dengan kata lain, t-obtained lebih tinggi daripada t-table. Pemahaman membaca siswa kelas delapan SMPN 2 Margorejo Pati tahun ajaran 2013/2014 setelah diajarkan menggunakan Whole Brain Teaching tehnik adalah “baik”. Hal tersebut dapat ditunjukkan dengan nilai rata-rata 78.30 dan standart deviasi dengan nilai 8.43. Nilai tersebut lebih tinggi dibandingkan dengan rata-rata membaca pemahaman siswa kelas delapan SMPN 2 Margorejo Pati tahun ajaran 2013/2014 sebelum diajarkan menggunakan Whole Brain Teaching

dengan nilai rata-rata 69.05 dan nilai standart deviasi 9.94. dengan nilai tersebut dapat dikategorikan “cukup”.

Berdasarkan hasil penelitian diatas, penulis menyimpulkan bahwa Whole Brain Teaching tehnik sesuai untuk pengajaran membaca kelas delapan SMPN 2 Margorejo Pati tahun ajaran 2013/2014. Bagi guru dan peneliti lain, Whole Brain Teaching dapat diterapkan sebagai sebuah cara dalam proses belajar mengajar tahap demi tahap.



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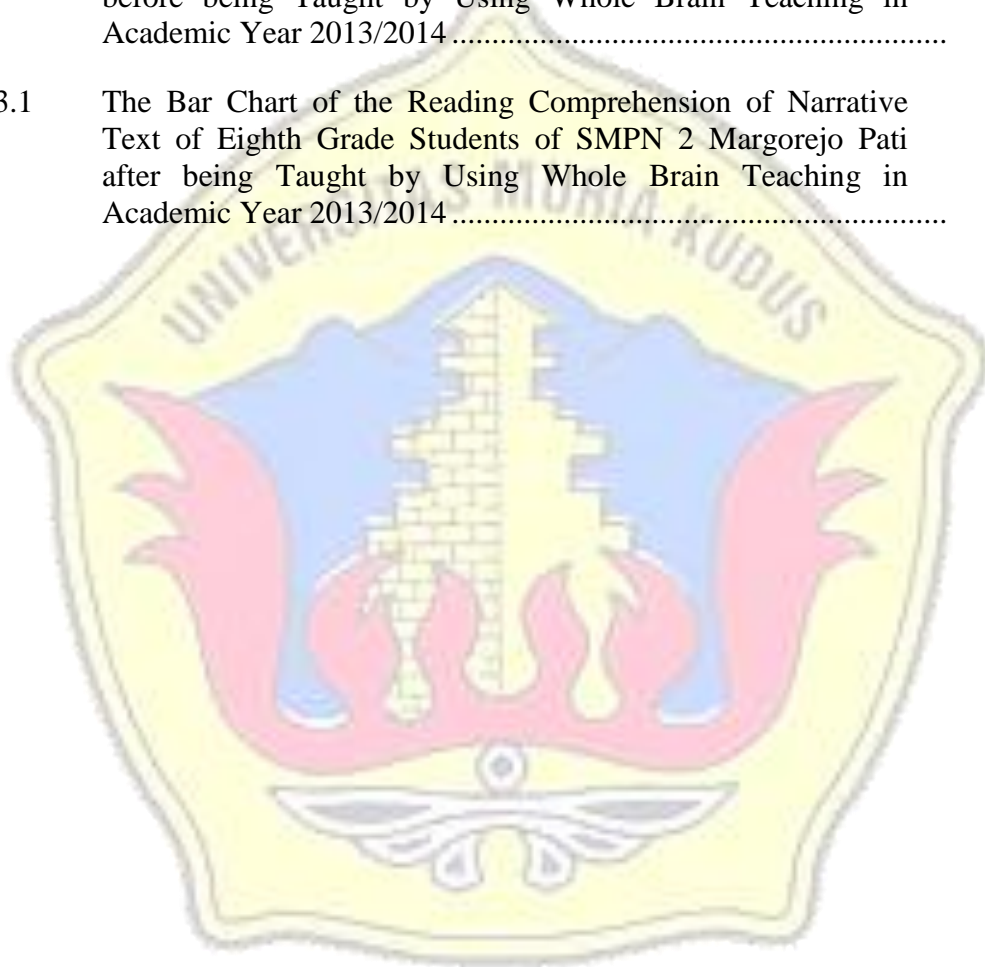


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